



INSPIRE Curriculum Support for SEND: Art

In art children with SEND are supported by quality first teaching using a range of strategies from our Teaching and Learning Toolkit and Walkthrus. We believe that all children are entitled to an education which meets their individual needs and our curriculum is adapted to ensure all children make progress and learn more. Specific strategies are used in art lessons to support children with SEND as detailed below.

Physical and Sensory Needs	Social and Emotional Needs
<i>Specialist equipment e.g. specialist scissors and cutting tools.</i> <i>Adhesives to hold down pupils' work to surfaces.</i> <i>ICT used to support activities where pupils do not have the necessary mobility and dexterity — e.g. using software to simulate traditional materials and techniques.</i> <i>Broad array of sensory materials available to the visual arts, such as paint, clay, pastels and collage - chunky tools such as pencil and paintbrushes may be provided to support grip and control. Other equipment to support access may also be used.</i>	<i>Changes in activities or working with selected others or rest breaks if needed.</i> <i>Acknowledging and celebrating even tiny steps of progress.</i> <i>1:1 support provided where required, time out and pacing adapted to suit pupil needs</i>
Cognition and Learning	Communication and Interaction
<i>Knowledge organisers adapted for each topic.</i> <i>Differentiation through outcomes by different support.</i> <i>Key vocabulary explained and displayed - explicit focus and pre-teaching of disciplinary vocabulary.</i> <i>Retrieval and quizzing used to revisit prior knowledge</i> <i>Lessons 'chunked' taking account of cognitive load.</i>	<i>Clear instructions provided on task sheets to refer to when needed.</i> <i>All equipment labelled and its use explained.</i> <i>By creating and exploring symbolic images, children can develop their own understanding and to communicate without being limited by the words and narratives.</i> <i>Teachers may identify and break down the components of the subject curriculum into manageable chunks using an 'I Do – You Do' sequence to allow pupils to see a modelled technique or outcome before creating their own.</i>